



# English Overview Document

EYFS				
Cycle A				
Knowledge and Skills	Autumn		Spring	Summer
Communication and language	<p><b>Baseline check point:</b>  <b>3-4 year old</b>            *Can they shift from one task to another?            *Do they use 4-6 words in a sentence? "I wan to play with cars."            *Can they use sentences joined up with words like 'because' or 'and'?            *Do they use future and past tenses correctly?            *Can they answer simple why questions?</p>	<p><b>Children need to:</b>            *Understand how to listen and why it is important.            *Start to learn new vocabulary.            *Use new vocabulary throughout the day in independent tasks.            *Develop social phrases such as 'Good morning.'            *Listen to rhymes and songs paying attention to how they sound.            *Engage in Storytime.</p>	<p><b>Children need to:</b>            *Use new vocab in different contexts.            *Ask questions to find out more and to check they understand what has been said to them.            *Use talk to work out problems and organise thinking and activities.            *Explain how things work and why they might happen.            *Engage in non-fiction books.</p>	<p><b>Children need to:</b>            *Articulate their ideas and thoughts in well-formed sentences.            *Connect ideas using a range of connectives.            *Describe events in detail.            *Talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.            *Retell stories once they have developed a deep familiarity with the text.</p> <p><b>ELGs</b>            *Listen and respond to what they hear with relevant questions in whole class and small group situations.            *Comment and ask questions to clarify understanding.            *Hold conversations with peers and teachers.            *Offer their own ideas and talk in small groups.            *Explain why things happen using appropriate vocabulary from stories, poems, and rhymes.</p>



	CHILD INITIATED OPPORTUNITIES.	Labelling Christmas lists CHILD INITIATED OPPORTUNITIES.	CHILD INITIATED OPPORTUNITIES.	CHILD INITIATED OPPORTUNITIES.	CHILD INITIATED OPPORTUNITIES.	include writing opportunities. CHILD INITIATED OPPORTUNITIES.
<b>SPAG</b>	Letter formation lower case Key words	Letter formation lower case Key words	Letter formation lower case Key words Capital letters, full stops, and finger spaces.	Letter formation lower case Key words Capital letters, full stops, and finger spaces.	Letter formation lower case Key words Capital letters, full stops, and finger spaces.	Letter formation lower case Key words Capital letters, full stops, and finger spaces.

Year 1 and 2

Knowledge and Skills	Autumn		Spring		Summer	
<b>Phonics Year 1</b> <b>Covering Phase 5 (learning more graphemes for the phonemes they already know and learning the different ways of pronouncing the graphemes they already know.)</b>	Phonics set 3 (Read, write, Ink) Recognising vowel and consonant digraphs and tri graphs including vowel split digraphs. ea ay a-e i-e ow o-e u-e aw are ur er ai oa ew ire ear ure tion cious tious	Phonics set 3 (Read, write, Ink) Recognising vowel and consonant digraphs and tri graphs including vowel split digraphs. ea ay a-e i-e ow o-e u-e aw are ur er ai oa ew ire ear ure tion cious tious	Write and spell words with the ai and oi sound, long e sound, long I sound, long o sound, long oo sound, short e sound, ow sound, ur sound, ar sound, or sound, air sound, ear sound. Write and spell words with consonant pairs ch, sh, th, ph, wh, hard c sound, words ending in ff, ll, zz, ss. Words ending in ve, nk, tch, ch, s, es, ing, ed, er, est. Words starting with un syllables, and compound words. Mixed spelling of common exception words.	Write and spell words with the ai and oi sound, long e sound, long I sound, long o sound, long oo sound, short oo sound, short e sound, ow sound, ur sound, ar sound, or sound, air sound, ear sound. Write and spell words with consonant pairs ch, sh, th, ph, wh, hard c sound, words ending in ff, ll, zz, ss. Words ending in ve, nk, tch, ch, s, es, ing, ed, er, est. Words starting with un syllables, and compound words. Mixed spelling of common exception words.	Write and spell words with the ai sound, long e sound, long I sound, short o sound, aw sound, short u sound, ur sound, hard c sound, soft c sound, soft g sound, silent k, g and w sound. Write and spell words ending in le, el, al, and il. Write and spell words ending in tion and sion. Write and spell words ending in ing and ed when added to words ending in e or y. Write and spell words with double letters and ing or ed endings. Write and spell words by adding er or est. Write and spell words by adding y or ly.	Write and spell words with the ai sound, long e sound, long I sound, short o sound, aw sound, short u sound, ur sound, hard c sound, soft c sound, soft g sound, silent k, g and w sound. Write and spell words ending in le, el, al, and il. Write and spell words ending in tion and sion. Write and spell words ending in ing and ed when added to words ending in e or y. Write and spell words with double letters and ing or ed endings. Write and spell words by adding er or est. Write and spell words by adding y or ly.

					Write and spell words by adding <i>s</i> or <i>es</i> including those ending in <i>y</i> . Add <i>ment</i> , <i>ful</i> , <i>less</i> and <i>ness</i> to words. Spell homophones. Spell common exception words.	Write and spell words by adding <i>s</i> or <i>es</i> including those ending in <i>y</i> . Add <i>ment</i> , <i>ful</i> , <i>less</i> and <i>ness</i> to words. Spell homophones. Spell common exception words.
<b>Phonics Year 2</b>	Revision of Phase 5. (Learning more graphemes for the phonemes they already know and learning the different ways of pronouncing the graphemes they already know.)	Phase 6 - spelling patterns including prefixes and suffixes, doubling, and dropping letters. See spellings below.	Phase 6 - spelling patterns including prefixes and suffixes, doubling, and dropping letters. See spellings below.	Phase 6 - spelling patterns including prefixes and suffixes, doubling, and dropping letters. See spellings below.	Phase 6 - spelling patterns including prefixes and suffixes, doubling, and dropping letters. See spellings below.	Phase 6 - spelling patterns including prefixes and suffixes, doubling, and dropping letters. See spellings below.
<b>Spelling Year 1</b>	<ul style="list-style-type: none"> <li>*The sounds /f/ and /s/ spelt with 'ff' and 'ss'.</li> <li>*The sounds /l/ and /k/ and /z/ spelt with a double consonant and words ending in 'ck'.</li> <li>*Adding the endings -ing, -ed, -er to verbs where there is no change to the root word.</li> <li>*Words with 'nk' and 'ng' endings.</li> <li>*Words spelt with a 'ch' or 'tch'.</li> <li>*The 'v' sound and words with 've' endings.</li> </ul>	<ul style="list-style-type: none"> <li>*The digraphs 'ai' and 'oi' which are hardly ever used at the end of words.</li> <li>*The digraphs 'ay' and 'oy' which are often used at the end of words.</li> <li>*the /oa/ sound spelt with 'oa', 'ow' or 'oe'.</li> <li>*The /ee/ sound spelt with the vowel digraph 'e' or 'ee'.</li> <li>*The vowel digraph 'ea'.</li> <li>*The vowel digraph 'ie'.</li> </ul>	<ul style="list-style-type: none"> <li>*The trigraph 'igh'.</li> <li>*The vowel digraph 'ar'.</li> <li>*The vowel digraph 'er' (Unstressed) and 'er' (stressed).</li> <li>*The vowel digraph 'ir' and 'ur'.</li> <li>*Adding <b>-er</b> and <b>-est</b> to adjectives where no change is needed to the root word.</li> <li>*Days of the week/common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>*The /k/sound spelt with 'k' not 'c' before e, I or y.</li> <li>*The split vowel digraphs 'a-e' and 'e-e'.</li> <li>*The split vowel digraphs 'i-e' and 'o-e'.</li> <li>*The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e'.</li> <li>*The vowel digraph 'oo' - very few words have <b>oo</b> at the end.</li> <li>*The sounds /oo/ and /yoo/ spelt with 'ue' and 'ew'.</li> </ul>	<ul style="list-style-type: none"> <li>*Vowel digraphs 'ow' and 'ou'.</li> <li>*Words ending with the /e/ spelt with 'y'.</li> <li>*The vowel digraph 'or' and the vowel trigraph 'ore'.</li> <li>*The vowel digraphs 'aw' and 'au'.</li> <li>*The vowel trigraph 'air' and 'are'.</li> <li>*The vowel trigraph 'ear'.</li> </ul>	<ul style="list-style-type: none"> <li>*New consonant spelling 'ph' and 'wh'.</li> <li>*Adding the prefix -un without any change to the spelling of the root word.</li> <li>*Adding <b>s</b> and <b>es</b> to words.</li> <li>*Compound words.</li> <li>*Read words with contractions.</li> <li>*Common exception words.</li> </ul>
<b>Spelling Year 2</b>	<ul style="list-style-type: none"> <li>*The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words.</li> <li>*The sounds /r/ spelt 'wr' at the beginning of words.</li> <li>*the sound /s/ spelt 'c' before 'e', 'I' and 'y'.</li> </ul>	<ul style="list-style-type: none"> <li>*The phoneme /l/ spelt with 'le' at the end of words.</li> <li>*The sound /l/ spelt with '-el' at the end of words.</li> <li>*The sound /l/ spelt with '-il' and '-al' at the ends of words.</li> </ul>	<ul style="list-style-type: none"> <li>*Adding <b>-ed</b>, <b>-er</b>, and <b>-est</b> to a word ending in <b>-y</b> with a consonant before it.</li> <li>*Adding <b>-ing</b> to a word ending in <b>-y</b> with a consonant before it.</li> </ul>	<ul style="list-style-type: none"> <li>*The /u/ sound spelt with 'o'.</li> <li>*The sound /ee/ spelt with '-ey'.</li> <li>*The /o/ sound spelt with 'a' after 'w' and 'qu'.</li> </ul>	<ul style="list-style-type: none"> <li>*The suffixes <b>-ment</b>, <b>-ness</b>, and <b>-ful</b>.</li> <li>*The suffixes <b>-less</b> and <b>-ly</b>.</li> <li>*Words ending in <b>-tion</b>.</li> <li>*Contractions.</li> </ul>	<ul style="list-style-type: none"> <li>*Homophones and near homophones.</li> <li>*Homophones and near homophones.</li> <li>*Homophones and near homophones plus Conjunctions.</li> </ul>

	<p>*The sound /j/ spelt with '-dge' and '-ge' at the end of words.</p> <p>*The sound /j/ often spelt with 'g' before 'e', 'i' and 'y'. The /j/ spelt with 'j' before <b>a, o,</b> and <b>u</b>.</p> <p>*Common Exception Words.</p>	<p>*The /igh/ spelt with 'y' at the end of words.</p> <p>*Adding -es to nouns and verbs ending in -y.</p> <p>*Common exception words.</p>	<p>*Adding <b>-ing, -ed</b> or <b>-er</b> and <b>-est</b> or <b>-y</b> to words ending in -e with a consonant before it.</p> <p>*Adding <b>-ing, -ed, -er -est</b> and <b>-y</b> to words of one syllable ending in a single consonant after a single vowel.</p> <p>*The sound /or/ spelt 'a' before 'l' or 'll'.</p> <p>*Common exception words.</p>	<p>*The stressed /er/ spelt with 'or' after 'w' and the sound /or/ spelt 'ar' after 'w'.</p> <p>*The sound /zh/ spelt 's'.</p> <p>*Common Exception Words.</p>	<p>*The possessive apostrophe.</p> <p>*Common exception words.</p>	<p>*Months of the year/time.</p> <p>*Months of the year/time part 2.</p> <p>*Question words.</p>
<b>Handwriting Year 2</b>	Nelson Handwriting -Developing Skills. (Red Level) Units 1-12.		Nelson Handwriting - Developing Skills. (Red Level) Units 13 - 20. Nelson Handwriting - Developing skills. (Yellow Level) Units 1-4.		Nelson Handwriting - Developing Skills. (Yellow Level) Units 5 - 16	
<b>Text</b>	Dogger by Shirley Hughes.	*Leaf Man by Lois Elhert or *The Rabbit Problem by Emily Gravett.	Meerkat Mail by Emily Gravett.	Wild by Emily Hughes.	Little Evie in the Wild Wood by Jackie Morris.	*Naughty Bus by Jan and Jerry Oke. *Oi! Get off our Train by John Burningham. *Farmer Duck by Martin Waddell.
<b>Reading</b>	Individual reading of Book band books. Guided reading of Ditty Books.	Individual reading of Book band books. Guided reading of Ditty Books.	Individual reading of Book band books. Guided reading of Ditty Books.	Individual reading of Book band books. Guided reading of Ditty Books.	Individual reading of Book band books. Guided reading of Ditty Books.	Individual reading of Book band books. Guided reading of Ditty Books.
<b>Writing</b>	Descriptive language. Thought bubbles. Lists of toys old and new. Labelling toys. Writing fact files about toys. Story writing (changing one aspect)	Post cards. Speech Bubbles. Adverts. Instructions (how to plant seeds, make a leaf person.) Lists. Recounts. Story (Own leaf man journey.)	Post cards. Fact files Reports. Letters to a relative. Newspaper report.	Descriptive language. Speech/thought bubbles. Narrative.	Recount. Fact files. Information texts.	Instructions. Descriptive writing. Story writing.

<p><b>SPAG (including handwriting/ letter formation) Year 1</b></p>	<p>*Form lower case letters, capital letters and digits correctly.          *Identify spaces between words.          *Identify capital letters and full stops in sentences.          *Adding suffixes to verbs where no change is needed in the spelling of the root word - helping, helped, helper.</p>	<p>*Form lower case letters, capital letters and digits correctly.          *Use spaces between words.          *Use capital letters and full stops in simple sentences.</p>	<p>*Form lower case letters, capital letters and digits correctly.          Use spaces between words.          *Use capital letters and full stops in simple sentences.          *Identify capital letters for names of people, places, days of the week and the personal pronoun <b>I</b>.</p>	<p>*Form lower case letters, capital letters and digits correctly.          Use spaces between words.          *Use capital letters and full stops in simple sentences.          *Use capital letters for names of people, places days of the week and the personal pronoun <b>I</b>.          *Identify question marks and exclamation marks.</p>	<p>*Form lower case letters, capital letters and digits correctly.          Use spaces between words.          *Use capital letters and full stops in simple sentences.          *Use capital letters for names of people, places days of the week and the personal pronoun <b>I</b>.          *Use question marks and exclamation marks.          *Sequence sentences to form short narratives.</p>	<p>*Form lower case letters, capital letters and digits correctly.          Use spaces between words.          *Use capital letters and full stops in simple sentences.          *Use capital letters for names of people, places days of the week and the personal pronoun <b>I</b>.          *Use question marks and exclamation marks.          *Sequence sentences to form short narratives.          *Use plural noun suffixes -s and -es.          *Use the -un prefix to change the meaning of verbs and adjectives (unkind, untie, or undo.)</p>
<p><b>SPAG</b> <b>Y2</b></p>	<p>*Silent <b>k, g</b> and <b>w</b> P28          *The soft <b>c</b> sound P26          *The soft <b>g</b> sound P27          *Nouns P2          *Noun phrases P3          *Verbs P4          *'ing' verbs P5          *Capital letters and full stops P12          *Question marks and exclamation marks P13</p>	<p>*Words ending in <b>le, el, al,</b> and <b>il</b> P30          *Adding <b>s</b> and <b>es</b> P38          *Adding <b>s</b> and <b>es</b> to words ending in <b>y</b> P39          *Adjectives P6          *Adverbs P7          *Types of sentences P8          *Tenses P9          *Commas in lists P14</p>	<p>*Adding <b>ing</b> and <b>ed</b> to words ending in <b>e</b> P32          *Adding <b>ing</b> and <b>ed</b> to words ending in <b>y</b> P33          *Double letters with <b>ing</b> and <b>ed</b> P34          *Adding <b>er</b> and <b>est</b> P35          *The <b>aw</b> sound P22          *Using <b>and, but</b> and <b>or</b> P10          *Using <b>when, if, that</b> and <b>because</b> P11</p>	<p>*The short <b>u</b> sound P23          *The long <b>e</b> sound P19          *The short <b>o</b> sound P21          *The <b>ai</b> sound P18          *The long <b>I</b> sound P20          *The <b>ur</b> sound P24</p>	<p>*The suffixes <b>ment, ful, ness</b> P40          *Adding <b>y</b> P36          *Adding <b>ly</b> P37          *Words ending in <b>tion</b> and <b>sion</b> P31          *Apostrophes for possession P17          *Apostrophes for missing letters P16</p>	<p>*Homophones P42          *The hard <b>c</b> P25          *Compound words P41</p>
<p><b>Year 3 and 4</b></p>						

Knowledge and Skills	Autumn		Spring		Summer	
<b>Text</b>	Electronic storm (science) Charging about (science) The boy with the bronze axe (history) The stone age boy (history)	The street beneath my street (science) Roman diary (history)	The mystery of the melting snowman (science) The mystery of Leonardo and the Mona Lisa (Geography) Emil and the detectives (geography) Madeline (geography)	The mystery of the melting snowman (science) Who let the gods out (History) Greek Myths (History)	Wind in the Willows (Geography) A drop around the world (Geography) Cities (geography) Funny Bones (Science)	
<b>Reading</b>	Individual reading of book banded books Guided reading Reading Eggs		Individual reading of book banded books Guided reading Reading Eggs		Individual reading of book banded books Guided reading Reading Eggs	
<b>Writing</b>	Character description Retelling of a story Diary Instructions		Non-chronological report Newspaper report Rewrite historical story Instructions Persuasive writing Greek myths		Non-chronological report Newspaper report Diary Character description Setting description Poetry	
<b>SPAG</b>  Y3	Nouns Adjectives Verbs Capital letters for Names and I Capital letters and full stops Question marks Conjunctions with main clauses  Long/ei/sound spelt with ei Long/ei/ sound spelt with ey Long/ei/ sound spelt with ai Words spelt with ear Homophones and near homophones	Articles Adverbs Mixed sentence practice Exclamation marks Sentence practice  Creating adverbs using the suffix -ly (no change to root word) Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') Creating adverbs using the suffix -ly (exceptions to the rule) Statutory spellings	Clauses Phrases and noun phrases Commas for writing lists Commas for writing longer lists Paragraphs Headings and subheadings  Words with short /i/ sound spelt 'y' Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable Creating negative meanings using prefix mis- Creating negative meanings using prefix dis-	Conjunctions with subordinate clauses Statements and questions Commands and exclamations Apostrophes for missing letters Apostrophes for single possession  Homophones and near homophones Adding the prefix bi- (meaning 'two' or 'twice') Adding the prefix re- (meaning 'again' or 'back') Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'	Its and It's Prepositions Present and past tense Using 'ing' verbs in the present Inverted commas Punctuating speech  Words ending in -ary Words with a short /u/ sound spelt 'o' Words with a short /u/ sound spelt 'ou' Word families based on common words, showing how words are related in form and meaning	Direct and reported speech The present perfect tense Staying in the same tense Using 'ing' verbs in the past  Words ending in the suffix -al Words ending with an /zhuh/ sound spelt with 'sure' Words ending with a /chuh/ sound spelt with 'ture' Silent letters

			Words with a /k/ sound spelt with 'ch'	Words with a /sh/ sound spelt with 'ch' Statutory spellings		
<b>SPAG</b> <b>Y4</b>	<p>Nouns Adjectives Verbs Capital letters and full stops Question marks Conjunctions</p> <p>Words with /aw/ spelt with augh and au Adding the prefix in- (meaning 'not' or 'into') Adding the prefix im- (before a root word starting with 'm'- or 'p') Adding the prefix il- (before a root word starting with 'I') and the prefix ir- (before a root word starting with 'r') Homophones and near homophones Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p>	<p>Articles and determiners Adverbs Pronouns Possessive pronouns Exclamation marks Sentence practice</p> <p>Words with /shuhn/ sound spelt with 'sion' (if root word ends in 'se', 'de', or 'd')</p> <p>Words with a /shuhn/ sounds spelt with 'ssion' (if root word ends in 'ss' or 'mit')</p> <p>Words with /shuhn/ sound spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)</p> <p>Words with a /shuhn/ sound spelt with 'cian' (if root word ends in 'c' or 'cs')</p> <p>Words with 'ough' to make a long /o/, /oo/ or /or/ sound Statutory spellings</p>	<p>Clauses Phrases and noun phrases Comma for writing lists Commas for separating clauses Paragraphs Headings and subheadings</p> <p>Homophones and near homophones Nouns ending in suffix -ation Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')</p> <p>Plural possessive apostrophes with plural words</p>	<p>Adverbial phrases Fronted adverbials Commas after fronted adverbials Apostrophes for missing letters Apostrophes for single possession Apostrophes for plural possession</p> <p>Words with the /s/ sounds spelt with 'sc' 'Soft c' spelt with 'ce' 'Soft- c' spelt with 'ci' Word families based on common words, showing how words are related in form and meaning Statutory spellings</p>	<p>Its and It's Prepositions Present and past tense Verbs with 'ing' Inverted commas Punctuating speech</p> <p>Prefix inter- Prefix anti- Prefix auto- Prefix non- Words ending in -ar/-er</p>	<p>Punctuating speech with ! or ? The present perfect tense Staying in the same tense Verb agreement Confusing words Negatives</p> <p>Suffix -ous (no change in root word) Suffix -ous (no definitive root word) Suffix -ous (words ending in 'y' become 'I' and 'our' become 'or') Suffix -ous (words ending in 'e' drop the 'e' but not 'ge') Adverbials of frequency and possibility Adverbials of manner</p>
<b>Handwriting</b>	<p>Nelson - Developing Skills Yr 3 Book one Unit 1 - 12 Yr 4 Book three Unit 1 - 12</p>		<p>Nelson - Developing Skills Yr 3 Book one Unit 13 - 20 Yr 4 Book two Unit 1 - 4 Yr 4 Book three Unit 13 - 20 Book four Unit 1 - 4</p>	<p>Nelson - Developing Skills Yr 3 Book two Unit 5 - 16 Yr 4 Book four Unit 5 -16</p>		

**Year 5 and 6**

Knowledge and Skills	Autumn		Spring		Summer		
<b>Text</b>	<i>The Explorer</i> (Geography) <i>The Lorax</i> (Geography) <i>Forever Forest</i> (Geography) <i>The Explorer</i> (Geography) <i>Nowhere emporium</i> (Science)		<i>Beowulf</i> (History) <i>Viking Boy</i> (History) <i>The lemonade crime</i> (science) <i>Chemical Chaos</i> (Science)		<i>The man who walked between towers</i> (Science) <i>The Boy in the Striped Pyjamas</i> (History) <i>War Game</i> (History) <i>Good night Mr Tom</i> (History)		<i>Kensuke's kingdom</i> (Geography) <i>Around the world in 80 days</i> (Geography)
<b>Reading</b>	Individual reading of book banded books Guided reading Reading Eggs		Individual reading of book banded books Guided reading Reading Eggs		Individual reading of book banded books Guided reading Reading Eggs		
<b>Writing</b>	Setting description Letters Non-chronological text Newspaper report Rainforest discussion text Diary		Create a mythical creature Leaflets Diary Narrative - Viking Adventure Poetry		Biography Narrative Formal letter/Newspaper report Discussion Diary Playscripts - convert to narrative		
<b>SPAG</b> <b>Y5</b>	Grammar: Word types: nouns, verbs, modal verbs, adjectives, adverbs Punctuation: Capital letters and full stops, question marks, exclamation marks Spelling: -cious, -tious, ious, i to a y, homophones	Grammar: Clauses, relative clauses, phrases. Conjunctions - coordinating and subordinating, conjunctions for cohesion, Punctuation: Sentence practice, commas. Commas in lists, commas to avoid confusion Spelling: words with silent letters, modal verbs, words ending in -ment, statutory spelling challenge words	Grammar: Conjunctions - coordinating and subordinating, conjunctions Punctuation: Commas after subordinate clauses, commas after fronted adverbials, commas for extra information. Comma practice. Spelling: -ity, -ness, -ship, homophones and near homophones	Grammar: Prepositions Linking ideas in paragraphs Punctuation: Brackets and dashes for parenthesis. Apostrophes: apostrophes for missing contraction, single possession, plural possession. Its and it's. Comma practise Spelling: an/or, au, -ate, -is-if-en	Grammar: verb tenses, present and past tense, present and past progressive, present perfect Punctuation: Inverted commas, punctuating speech, punctuating speech in two parts. Spelling: -ough, time adverbials, adverbials of place, ear, ere, statutory challenge words	Grammar: Standard and non-standard English. Punctuation: Paragraphs and layout, headings and sub-headings. Spelling: unstressed vowels in polysyllabic words, de-, re-, over-, -ful, -ive, -al	
<b>SPAG</b> <b>Y6</b>	Grammar: word types. Nouns, adjectives, verbs, adverbs. Synonyms and antonyms, determiners, pronouns	Grammar: Phrases and clauses, conjunctions, linking paragraphs with adverbials, linking paragraphs using repetition. Using ellipses	Grammar: Tenses - past and present tense, present and past progressive, the perfect form, subjunctive	Grammar: Sentence structure - subject and object, passive and active voice. Writing style - formal and	Grammar: consolidation Punctuation: consolidation Spelling:	Grammar: consolidation Punctuation: consolidation Spelling:	

	<p>Punctuation: capital letters and full stops, question marks, exclamation marks, sentence practice.</p> <p>Commas: commas in lists, commas to avoid ambiguity, commas after subordinate clauses, commas after fronted adverbials, commas for parenthesis, comma practice</p>	<p>Punctuation: brackets for extra information, dashes for extra information, single dashes, hyphens</p>	<p>Punctuation: Apostrophes for missing letters, apostrophes for possession, its and it's, apostrophe practice</p> <p>Grammar: revision and consolidation</p>	<p>informal writing, standard and non-standard English.</p> <p>Grammar: Inverted commas, Punctuating speech, colons, semi-colons.</p> <p>Grammar: revision and consolidation</p>	<p>consolidation</p>	<p>consolidation</p>
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**EYFS** **Cycle B**

<b>Knowledge and skills</b>	<b>Autumn</b>	<b>Spring</b>		<b>Summer</b>
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<p><b>Communication and language</b></p>	<p><b>Baseline check point: 3-4 year old</b>            *Can they shift from one task to another?            *Do they use 4-6 words in a sentence?            "I wan to play with</p>	<p><b>Children need to:</b>            *Understand how to listen and why it is important.            *Start to learn new vocabulary.            *Use new vocabulary throughout the day in independent tasks.            *Develop social phrases such as 'Good morning.'            *Listen to rhymes and songs paying attention to how they sound.            *Engage in Storytime.</p>	<p><b>Children need to:</b>            *Use new vocab in different contexts.            *Ask questions to find out more and to check they understand what has been said to them.            *Use talk to work out problems and organise thinking and activities.            *Explain how things work and why they might happen.            *Engage in non-fiction books.</p>		<p><b>Children need to:</b>            *Articulate their ideas and thoughts in well-formed sentences.            *Connect ideas using a range of connectives.            *Describe events in detail.            *Talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.            *Retell stories once they have developed a deep familiarity with the text.</p> <p><b>ELGs</b>            *Listen and respond to what they hear with relevant questions in whole class and small group situations.            *Comment and ask questions to clarify understanding.            *Hold conversations with peers and teachers.            *Offer their own ideas and talk in small groups.            *Explain why things happen using appropriate vocabulary from stories, poems, and rhymes.            *Talk about own experiences in full sentences, using past, present, and future tenses. Use conjunctions.</p>
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<p><b>Phonics</b></p>	<p>Phonics set 1 (Read, Write, Ink)  <b>m a s d t I n p g o c k u b f e l h</b>            Letter formation lower case   <b>Phase 1 - environmental sounds, rhythm</b></p>	<p>Phonics set 1 (Read, Write, Ink) <b>sh r j v y w th z ch q x ng nk</b>            Letter formation lower case  <b>Phase 3 - remaining 7 letters and graphemes.</b>            Key words from reception list.</p>	<p>Phonics set 2 (Read, Write, Ink) <b>ay ee igh ow oo oo</b>            Letter formation lower case.  <b>Phase 3 continued</b>            Key words from reception list.  <b>go went up look we dog me big like see to</b></p>	<p>Phonics set 2 (Read, Write, Ink) <b>ar or air ir ou oy</b>            Letter formation lower case.   <b>Phase 3 continued</b>             Key words from the reception list.  <b>this she my no he yes for</b></p>	<p>Phonics set 3 (Read, Write, Ink) <b>ee ea oy oi ay a-e igh</b>            Letter formation lower and upper case.   <b>Phase 4 - blending and segmenting.</b>            Key words from reception list.</p>	<p>Phonics set 3 (Read, Write, Ink) <b>i-e ow o-e oo u-e or aw</b>            Letter formation lower and upper case.</p>
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	and rhyme, alliteration, and voice sounds. Phase 2 - 19 initial sounds.	I on at it in is a mum dad and the of am can			day you away play all get	Phase 4 - blending and segmenting. Key words from reception list. <b>come was are going they said</b>
<b>Text</b>	*The Tiger who came to Tea by Judith Kerr. *In the Castle by Anna Milbourne.	*The Most Magnificent Thing by Ashley Spires. *Rosie Revere Engineer by Andrea Beaty.	*Dear Zoo by Rod Campbell *Monkey Puzzle by Julia Donaldson. *The Lion Inside by Rachel Bright	*Norman the Slug with the Silly Shell by Sue Hendra. *The same but Different too by Karl Newson *Giraffes can't Dance by Giles Andrea. *The Gruffalo by Julia Donaldson.	*Each, Peach, Pear, Plum by Janet and Allan Ahlberg. *Stuck by Oliver Jeffers. *The Giving Tree by Shel Silverstein. *Fantastically Great Women who changed the World by Kate Pankhurst.	*Lucy and Tom at the Seaside by Shirley Hughes. *Sharing a Shell by Julia Donaldson.
<b>Reading</b>	Individual Ditty Books and Book banded books.	Individual Ditty Books and Book banded books.	Individual Ditty Books and Book banded books.	Individual Ditty Books and Book banded books.	Individual Ditty Books and Book banded books.	Individual Ditty Books and Book banded books.
<b>Writing</b>	Opportunities for mark making, painting, writing lists, captions, Role-play areas to include writing opportunities. CHILD INITIATED OPPORTUNITIES.	Opportunities for mark making, painting, writing lists, captions, Role-play areas to include writing opportunities. Labelling Christmas lists CHILD INITIATED OPPORTUNITIES.	Opportunities for mark making, painting, writing lists, captions, Role-play areas to include writing opportunities. CHILD INITIATED OPPORTUNITIES.	Opportunities for mark making, painting, writing lists, captions, Role-play areas to include writing opportunities. CHILD INITIATED OPPORTUNITIES.	Opportunities for mark making, painting, writing lists, captions, Role-play areas to include writing opportunities. CHILD INITIATED OPPORTUNITIES.	Opportunities for mark making, painting, writing lists, captions, Role-play areas to include writing opportunities. CHILD INITIATED OPPORTUNITIES.
<b>SPAG</b>	Letter formation lower case Key words	Letter formation lower case Key words	Letter formation lower case Key words Capital letters, full stops, and finger spaces.	Letter formation lower case Key words. Capital letters, full stops, and finger spaces.	Letter formation lower case Key words Capital letters, full stops, and finger spaces.	Letter formation lower case Key words Capital letters, full stops, and finger spaces.

Year 1 and 2						
Knowledge and Skills	Autumn		Spring		Summer	
<p><b>Phonics Year 1</b></p> <p><b>Covering Phase 5 (learning more graphemes for the phonemes they already know and learning the different ways of pronouncing the graphemes they already know.)</b></p>	<p>Phonics set 3 (Read, write, Ink)</p> <p>Recognising vowel and consonant digraphs and tri graphs including vowel split digraphs.</p> <p>ea ay a-e i-e ow o-e u-e aw are ur er ai oa ew ire ear ure tion cious tious</p>	<p>Phonics set 3 (Read, write, Ink)</p> <p>Recognising vowel and consonant digraphs and tri graphs including vowel split digraphs.</p> <p>ea ay a-e i-e ow o-e u-e aw are ur er ai oa ew ire ear ure tion cious tious</p>	<p>Write and spell words with the ai and oi sound, long e sound, long I sound, long o sound, long oo sound, short oo sound, short e sound, ow sound, ur sound, ar sound, or sound, air sound, ear sound.</p> <p>Write and spell words with consonant pairs ch, sh, th, ph, wh, hard c sound, words ending in ff, ll, zz, ss. Words ending in ve, nk, tch, ch, s, es, ing, ed, er, est. Words starting with un syllables, and compound words. Mixed spelling of common exception words.</p>	<p>Write and spell words with the ai and oi sound, long e sound, long I sound, long o sound, long oo sound, short oo sound, short e sound, ow sound, ur sound, ar sound, or sound, air sound, ear sound.</p> <p>Write and spell words with consonant pairs ch, sh, th, ph, wh, hard c sound, words ending in ff, ll, zz, ss. Words ending in ve, nk, tch, ch, s, es, ing, ed, er, est. Words starting with un syllables, and compound words. Mixed spelling of common exception words.</p>	<p>Write and spell words with the ai sound, long e sound, long I sound, short o sound, aw sound, short u sound, ur sound, hard c sound, soft c sound, soft g sound, silent k, g and w sound. Write and spell words ending in le, el, al, and il. Write and spell words ending in tion and sion. Write and spell words ending in ing and ed when added to words ending in e or y. Write and spell words with double letters and ing or ed endings. Write and spell words by adding er or est. Write and spell words by adding y or ly. Write and spell words by adding s or es including those ending in y. Add ment, ful, less and ness to words. Spell homophones. Spell common exception words.</p>	<p>Write and spell words with the ai sound, long e sound, long I sound, short o sound, aw sound, short u sound, ur sound, hard c sound, soft c sound, soft g sound, silent k, g and w sound. Write and spell words ending in le, el, al, and il. Write and spell words ending in tion and sion. Write and spell words ending in ing and ed when added to words ending in e or y. Write and spell words with double letters and ing or ed endings. Write and spell words by adding er or est. Write and spell words by adding y or ly. Write and spell words by adding s or es including those ending in y.</p>

						Add ment, ful, less and ness to words. Spell homophones. Spell common exception words.
<b>Phonics Year 2</b>	Revision of Phase 5. (Learning more graphemes for the phonemes they already know and learning the different ways of pronouncing the graphemes they already know.)	Phase 6 - spelling patterns including prefixes and suffixes, doubling, and dropping letters. See spellings below.	Phase 6 - spelling patterns including prefixes and suffixes, doubling, and dropping letters. See spellings below.	Phase 6 - spelling patterns including prefixes and suffixes, doubling, and dropping letters. See spellings below.	Phase 6 - spelling patterns including prefixes and suffixes, doubling, and dropping letters. See spellings below.	Phase 6 - spelling patterns including prefixes and suffixes, doubling, and dropping letters. See spellings below.
<b>Spelling Year 1</b>	<ul style="list-style-type: none"> <li>*The sounds /f/ and /s/ spelt with 'ff' and 'ss'.</li> <li>*The sounds /l/ and /k/ and /z/ spelt with a double consonant and words ending in 'ck'.</li> <li>*Adding the endings -ing, -ed, -er to verbs where there is no change to the root word.</li> <li>*Words with 'nk' and 'ng' endings.</li> <li>*Words spelt with a 'ch' or 'tch'.</li> <li>*The 'v' sound and words with 've' endings.</li> </ul>	<ul style="list-style-type: none"> <li>*The digraphs 'ai' and 'oi' which are hardly ever used at the end of words.</li> <li>*The digraphs 'ay' and 'oy' which are often used at the end of words.</li> <li>*the /oa/ sound spelt with 'oa', 'ow' or 'oe'.</li> <li>*The /ee/ sound spelt with the vowel digraph 'e' or 'ee'.</li> <li>*The vowel digraph 'ea'.</li> <li>*The vowel digraph 'ie'.</li> </ul>	<ul style="list-style-type: none"> <li>*The trigraph 'igh'.</li> <li>*The vowel digraph 'ar'.</li> <li>*The vowel digraph 'er' (Unstressed) and 'er' (stressed).</li> <li>*The vowel digraph 'ir' and 'ur'.</li> <li>*Adding -er and -est to adjectives where no change is needed to the root word.</li> <li>*Days of the week/common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>*The /k/sound spelt with 'k' not 'c' before e, I or y.</li> <li>*The split vowel digraphs 'a-e' and 'e-e'.</li> <li>*The split vowel digraphs 'i-e' and 'o-e'.</li> <li>*The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e'.</li> <li>*The vowel digraph 'oo' - very few words have oo at the end.</li> <li>*The sounds /oo/ and /yoo/ spelt with 'ue' and 'ew'.</li> </ul>	<ul style="list-style-type: none"> <li>*Vowel digraphs 'ow' and 'ou'.</li> <li>*Words ending with the /e/ spelt with 'y'.</li> <li>*The vowel digraph 'or' and the vowel trigraph 'ore'.</li> <li>*The vowel digraphs 'aw' and 'au'.</li> <li>*The vowel trigraph 'air' and 'are'.</li> <li>*The vowel trigraph 'ear'.</li> </ul>	<ul style="list-style-type: none"> <li>*New consonant spelling 'ph' and 'wh'.</li> <li>*Adding the prefix -un without any change to the spelling of the root word.</li> <li>*Adding s and es to words.</li> <li>*Compound words.</li> <li>*Read words with contractions.</li> <li>*Common exception words.</li> </ul>
<b>Spelling Year 2</b>	<ul style="list-style-type: none"> <li>*The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words.</li> </ul>	<ul style="list-style-type: none"> <li>*The phoneme /l/ spelt with 'le' at the end of words.</li> <li>*The sound /l/ spelt with '-el' at the end of words.</li> <li>*The sound /l/ spelt with '-il' and '-al' at the ends of words.</li> </ul>	<ul style="list-style-type: none"> <li>*Adding -ed, -er, and -est to a word ending in -y with a consonant before it.</li> <li>*Adding -ing to a word ending in -y with a consonant before it.</li> </ul>	<ul style="list-style-type: none"> <li>*The /u/ sound spelt with 'o'.</li> <li>*The sound /ee/ spelt with '-ey'.</li> <li>*The /o/ sound spelt with 'a' after 'w' and 'qu'.</li> </ul>	<ul style="list-style-type: none"> <li>*The suffixes -ment, -ness, and -ful.</li> <li>*The suffixes -less and -ly.</li> <li>*Words ending in -tion.</li> <li>*Contractions.</li> </ul>	<ul style="list-style-type: none"> <li>*Homophones and near homophones.</li> <li>*Homophones and near homophones.</li> </ul>

	<p>*The sounds /r/ spelt 'wr' at the beginning of words. *the sound /s/ spelt 'c' before 'e', 'I' and 'y'. *The sound /j/ spelt with '-dge' and '-ge' at the end of words. *The sound /j/ often spelt with 'g' before 'e', 'I' and 'y'. The /j/spelt with 'j' before a, o, and u. *Common Exception Words.</p>	<p>*The /igh/ spelt with 'y' at the end of words. *Adding -es to nouns and verbs ending in -y. *Common exception words.</p>	<p>*Adding -ing, -ed or -er and -est or -y to words ending in -e with a consonant before it. *Adding -ing, -ed, -er -est and -y to words of one syllable ending in a single consonant after a single vowel. *The sound /or/ spelt 'a' before 'l' or 'll'. *Common exception words.</p>	<p>*The stressed /er/ spelt with 'or' after 'w' and the sound /or/ spelt 'ar' after 'w'. *The sound /zh/ spelt 's'. *Common Exception Words.</p>	<p>*The possessive apostrophe. *Common exception words</p>	<p>*Homophones and near homophones plus Conjunctions. *Months of the year/time. *Months of the year/time part 2. *Question words.</p>
<b>Handwriting Year 2</b>	Nelson Handwriting- Developing Skills (Red Level) Units 1-12		Nelson Handwriting -Developing Skills (Red Level) Units 13-20. Nelson Handwriting - Developing Skills (Yellow Level) Units 1-4		Nelson Handwriting - Developing Skills (Yellow Level) Units 5-16	
<b>Text</b>	<p>*Nonfiction texts *Vlad and the great Fire of London.</p>	*Traction man	<p>*Lila and the Secret of Rain. *Handa's Surprise</p>	*Bog Baby	<p>*Jack and the Baked Bean stalk. *Traditional story of Jack and the Beanstalk. I am Rosa Parks.</p>	<p>*Nonfiction books about the seaside. *Lucy and Tom at the Seaside by Shirley Hughes.</p>
<b>Reading</b>	Individual reading of Book band books. Guided reading of Ditty Books.	Individual reading of Book band books. Guided reading of Ditty Books.	Individual reading of Book band books. Guided reading of Ditty Books.	Individual reading of Book band books. Guided reading of Ditty Books.	Individual reading of Book band books. Guided reading of Ditty Books.	Individual reading of Book band books. Guided reading of Ditty Books.
<b>Writing</b>	Retelling stories and sequencing key events of Great Fire of London. Writing a recount in a diary form. Knowing how to find information in non-fiction books.	Explanation (What might have happened in the parachute accident.) Descriptive writing of special gifts. Instructions- looking after a scrubbing brush. Own stories involving Traction man.	Descriptive writing with expanded noun phrases. Using thought bubbles and speech bubbles. Non- chronological reports. Weather stories.	Fact files/Instructions - How to look after a Bog Baby. Reports. Character profiles. Own Bog baby stories.	Sequencing events and features of stories. Write own stories changing one aspect. (What would you like Jack to find at the top of the beanstalk - links with Faraway Tree.) Instructions for planting seeds. Diary writing - observing and recording growth.	Recording facts and information. Features of non-fiction. Seaside non-fiction books.

	Writing facts and non-fiction information.					
<b>SPAG (including handwriting/letter formation) Year 1</b>	<ul style="list-style-type: none"> <li>*Form lower case letters, capital letters and digits correctly.</li> <li>*Identify spaces between words.</li> <li>*Identify capital letters and full stops in sentences.</li> <li>*Adding suffixes to verbs where no change is needed in the spelling of the root word - helping, helped, helper.</li> </ul>	<ul style="list-style-type: none"> <li>*Form lower case letters, capital letters and digits correctly.</li> <li>*Use spaces between words.</li> <li>*Use capital letters and full stops in simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>*Form lower case letters, capital letters and digits correctly.</li> <li>Use spaces between words.</li> <li>*Use capital letters and full stops in simple sentences.</li> <li>*Identify capital letters for names of people, places, days of the week and the personal pronoun <b>I</b>.</li> </ul>	<ul style="list-style-type: none"> <li>*Form lower case letters, capital letters and digits correctly.</li> <li>Use spaces between words.</li> <li>*Use capital letters and full stops in simple sentences.</li> <li>*Use capital letters for names of people, places days of the week and the personal pronoun <b>I</b>.</li> <li>*Identify question marks and exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>*Form lower case letters, capital letters and digits correctly.</li> <li>Use spaces between words.</li> <li>*Use capital letters and full stops in simple sentences.</li> <li>*Use capital letters for names of people, places days of the week and the personal pronoun <b>I</b>.</li> <li>*Use question marks and exclamation marks.</li> <li>*Sequence sentences to form short narratives.</li> </ul>	<ul style="list-style-type: none"> <li>*Form lower case letters, capital letters and digits correctly.</li> <li>Use spaces between words.</li> <li>*Use capital letters and full stops in simple sentences.</li> <li>*Use capital letters for names of people, places days of the week and the personal pronoun <b>I</b>.</li> <li>*Use capital letters for names of people, places days of the week and the personal pronoun <b>I</b>.</li> <li>*Use question marks and exclamation marks.</li> <li>*Sequence sentences to form short narratives.</li> <li>*Use plural noun suffixes -s and -es.</li> <li>*Use the -un prefix to change the meaning of verbs and adjectives (unkind, untie, or undo.)</li> </ul>
<b>SPAG Y2</b>	<ul style="list-style-type: none"> <li>*Silent <b>k</b>, <b>g</b> and <b>w</b> P28</li> <li>*The soft <b>c</b> sound P26</li> <li>*The soft <b>g</b> sound P27</li> </ul>	<ul style="list-style-type: none"> <li>*Words ending in <b>le</b>, <b>el</b>, <b>al</b>, and <b>il</b> P30</li> <li>*Adding <b>s</b> and <b>es</b> P38</li> <li>*Adding <b>s</b> and <b>es</b> to words ending in <b>y</b> P39</li> <li>*Adjectives P6</li> </ul>	<ul style="list-style-type: none"> <li>*Adding <b>ing</b> and <b>ed</b> to words ending in <b>e</b> P32</li> <li>*Adding <b>ing</b> and <b>ed</b> to words ending in <b>y</b> P33</li> <li>*Double letters with <b>ing</b> and <b>ed</b> P34</li> <li>*Adding <b>er</b> and <b>est</b> P35</li> </ul>	<ul style="list-style-type: none"> <li>*The short <b>u</b> sound P23</li> <li>*The long <b>e</b> sound P19</li> <li>*The short <b>o</b> sound P21</li> <li>*The <b>ai</b> sound P18</li> <li>*The long <b>I</b> sound P20</li> <li>*The <b>ur</b> sound P24</li> </ul>	<ul style="list-style-type: none"> <li>*The suffixes <b>ment</b>, <b>ful</b>, <b>ness</b> P40</li> <li>*Adding <b>y</b> P36</li> <li>*Adding <b>ly</b> P37</li> <li>*Words ending in <b>tion</b> and <b>sion</b> P31</li> </ul>	<ul style="list-style-type: none"> <li>*Homophones P42</li> <li>*The hard <b>c</b> P25</li> <li>*Compound words P41</li> </ul>

	*Nouns P2 *Noun phrases P3 *Verbs P4 *'ing' verbs P5 *Capital letters and full stops P12 *Question marks and exclamation marks P13	*Adverbs P7 *Types of sentences P8 *Tenses P9 *Commas in lists P14	*The <b>aw</b> sound P22 *Using <b>and</b> , <b>but</b> and <b>or</b> P10 *Using <b>when</b> , <b>if</b> , <b>that</b> and <b>because</b> P11		*Apostrophes for possession P17 *Apostrophes for missing letters P16	
<b>Year 3 and 4</b>						
<b>Knowledge and skills</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Text</b>	Orion and the dark (Science) Oscar and the Moth (Science) The Egyptian Cinderella (history)	Pied Piper of Hamelin (Science) The Egyptian Cinderella (history)	The incredible book eating boy (Science) Escape from Pompeii (geography) Climate change (geography) The pebble in my pocket (geography) Running wild (geography)		The promise (science) The night gardener (science) I am the seed that grew the tree (Science) The building that made London (geography) Raven boy (geography)	
<b>Reading</b>	Individual reading of book banded books Guided reading Reading Eggs		Individual reading of book banded books Guided reading Reading Eggs		Individual reading of book banded books Guided reading Reading Eggs	
<b>Writing</b>	Explanation Character description Diary Recount Settings description Instructions Retell a traditional story		Instructions Settings description Recount Poetry Explanation text Instructions Book review Retell story - Narrative		Explanation text Information leaflet Persuasive writing List poem Newspaper report Descriptive opening Perform poetry	
<b>SPAG</b>  <b>Y3</b>	Nouns Adjectives Verbs Capital letters for Names and I Capital letters and full stops Question marks	Articles Adverbs Mixed sentence practice Exclamation marks Sentence practice	Clauses Phrases and noun phrases Commas for writing lists Commas for writing longer lists Paragraphs Headings and subheadings  Words with short /i/ sound spelt 'y'	Conjunctions with subordinate clauses Statements and questions Commands and exclamations Apostrophes for missing letters Apostrophes for single possession  Homophones and near homophones	Its and It's Prepositions Present and past tense Using 'ing' verbs in the present Inverted commas Punctuating speech	Direct and reported speech The present perfect tense Staying in the same tense Using 'ing' verbs in the past

	<p>Conjunctions with main clauses</p> <p>Long/ei/sound spelt with ei</p> <p>Long/ei/ sound spelt with ey</p> <p>Long/ei/ sound spelt with ai</p> <p>Words spelt with ear</p> <p>Homophones and near homophones</p>	<p>Creating adverbs using the suffix -ly (no change to root word)</p> <p>Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)</p> <p>Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')</p> <p>Creating adverbs using the suffix -ly (exceptions to the rule)</p> <p>Statutory spellings</p>	<p>Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable</p> <p>Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable</p> <p>Creating negative meanings using prefix mis-</p> <p>Creating negative meanings using prefix dis-</p> <p>Words with a /k/ sound spelt with 'ch'</p>	<p>Adding the prefix bi- (meaning 'two' or 'twice')</p> <p>Adding the prefix re- (meaning 'again' or 'back')</p> <p>Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'</p> <p>Words with a /sh/ sound spelt with 'ch'</p> <p>Statutory spellings</p>	<p>Words ending in -ary</p> <p>Words with a short /u/ sound spelt 'o'</p> <p>Words with a short /u/ sound spelt 'ou'</p> <p>Word families based on common words, showing how words are related in form and meaning</p>	<p>Words ending in the suffix -al</p> <p>Words ending with an /zhuh/ sound spelt with 'sure'</p> <p>Words ending with a /chuh/ sound spelt with 'ture'</p> <p>Silent letters</p>
<p><b>SPAG</b></p> <p><b>Y4</b></p>	<p>Nouns</p> <p>Adjectives</p> <p>Verbs</p> <p>Capital letters and full stops</p> <p>Question marks</p> <p>Conjunctions</p> <p>Words with /aw/ spelt with augh and au</p> <p>Adding the prefix in- (meaning 'not' or 'into')</p> <p>Adding the prefix im- (before a root word starting with 'm'- or 'p')</p> <p>Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')</p> <p>Homophones and near homophones</p>	<p>Articles and determiners</p> <p>Adverbs</p> <p>Pronouns</p> <p>Possessive pronouns</p> <p>Exclamation marks</p> <p>Sentence practice</p> <p>Words with /shuhn/ sound spelt with 'sion' (if root word ends in 'se', 'de', or 'd')</p> <p>Words with a /shuhn/ sounds spelt with 'ssion' (if root word ends in 'ss' or 'mit')</p> <p>Words with /shuhn/ sound spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)</p> <p>Words with a /shuhn/ sound spelt with 'cian' (if root word ends in 'c' or 'cs')</p> <p>Words with 'ough' to make a long /o/, /oo/ or /or/ sound</p> <p>Statutory spellings</p>	<p>Clauses</p> <p>Phrases and noun phrases</p> <p>Comma for writing lists</p> <p>Commas for separating clauses</p> <p>Paragraphs</p> <p>Headings and subheadings</p> <p>Homophones and near homophones</p> <p>Nouns ending in suffix -ation</p> <p>Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')</p> <p>Plural possessive apostrophes with plural words</p>	<p>Adverbial phrases</p> <p>Fronted adverbials</p> <p>Commas after fronted adverbials</p> <p>Apostrophes for missing letters</p> <p>Apostrophes for single possession</p> <p>Apostrophes for plural possession</p> <p>Words with the /s/ sounds spelt with 'sc'</p> <p>'Soft c' spelt with 'ce'</p> <p>'Soft- c' spelt with 'ci'</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Statutory spellings</p>	<p>Its and It's</p> <p>Prepositions</p> <p>Present and past tense</p> <p>Verbs with 'ing'</p> <p>Inverted commas</p> <p>Punctuating speech</p> <p>Prefix inter-</p> <p>Prefix anti-</p> <p>Prefix auto-</p> <p>Prefix non-</p> <p>Words ending in -ar/-er</p>	<p>Punctuating speech with ! or ?</p> <p>The present perfect tense</p> <p>Staying in the same tense</p> <p>Verb agreement</p> <p>Confusing words</p> <p>Negatives</p> <p>Suffix -ous (no change in root word)</p> <p>Suffix -ous (no definitive root word)</p> <p>Suffix -ous (words ending in 'y' become 'I' and 'our' become 'or')</p> <p>Suffix -ous (words ending in 'e' drop the 'e' but not 'ge')</p> <p>Adverbials of frequency and possibility</p>

	Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')					Adverbials of manner
<b>Handwriting</b>	Nelson - Developing Skills Yr 3 Book one Unit 1 - 12 Yr 4 Book three Unit 1 - 12		Nelson - Developing Skills Yr 3 Book one Unit 13 - 20 Book two Unit 1 - 4 Yr 4 Book three Unit 13 - 20 Book four Unit 1 - 4		Nelson - Developing Skills Yr 3 Book two Unit 5 - 16 Yr 4 Book four Unit 5 -16	

### Year 5 and 6

Knowledge and Skills	Autumn	Spring	Summer
<b>Text</b>	Cosmic (Science) Wonder (Science) Boy in the Tower (English) Sacyawea (Geography)	Pig heart boy (Science) Tales from the Arabian nights (History) The chocolate tree (History)	Journey to Jo'berg (history) How to be a Tudor (history)
<b>Reading</b>	Individual reading of book banded books Guided reading Reading Eggs	Individual reading of book banded books Guided reading Reading Eggs	Individual reading of book banded books Guided reading Reading Eggs
<b>Writing</b>	Instructional text Poetry Recount Non-chronological report Non-chronological report Narrative Discussion	Instructional text Poetry Recount Non-chronological report Narrative Discussion	Instructional text Poetry Recount Biography Formal letter/Newspaper report Narrative Discussion Playscripts - convert to narrative

<p><b>SPAG</b></p> <p><b>Y5</b></p>	<p>Grammar: Word types: nouns, verbs, modal verbs, adjectives, adverbs Punctuation: Capital letters and full stops, question marks, exclamation marks Spelling: -cious, -tious, ious, i to a y, homophone</p>	<p>Grammar: verb tenses, present and past tense, present and past progressive, present perfect Punctuation: Inverted commas, punctuating speech, punctuating speech in two parts. Spelling: -ough, time adverbials, adverbials of place, ear, ere, statutory challenge words</p>	<p>Grammar: Standard and non-standard English. Punctuation: Paragraphs and layout, headings and sub-headings. Spelling: unstressed vowels in polysyllabic words, de-, re-, over-, -ive, -al</p>	<p>Grammar: Prepositions Linking ideas in paragraphs Punctuation: Brackets and dashes for parenthesis. Apostrophes: apostrophes for missing contraction, single possession, plural possession. Its and it's. Comma practise Spelling: an/or, au, -ate, -ive, -is-if-en</p>	<p>Grammar: verb tenses, present and past tense, present and past progressive, present perfect Punctuation: Inverted commas, punctuating speech, punctuating speech in two parts. Spelling: -ough, time adverbials, adverbials of place, ear, ere, statutory challenge words</p>	<p>Grammar: Standard and non-standard English. Punctuation: Paragraphs and layout, headings and sub-headings. Spelling: unstressed vowels in polysyllabic words, de-, re-, over-, -ful, -ive, -al</p>
<p><b>SPAG</b></p> <p><b>Y6</b></p>	<p>Grammar: Word types. Nouns, adjectives, verbs, adverbs.</p>	<p>Grammar: Phrases and clauses, conjunctions, linking paragraphs with adverbials,</p>	<p>Grammar: Tenses: past and present tense, present and past progressive, the perfect form, subjunctive</p>	<p>Grammar: Sentence structure - subject and object, passive and active voice. Writing style - formal and informal writing,</p>	<p>Grammar: consolidation Punctuation: consolidation</p>	<p>Grammar: consolidation Punctuation: consolidation</p>

	<p>Synonyms and antonyms, determiners, pronouns  Punctuation: capital letters and full stops, question marks, exclamation marks, sentence practice.  Commas: commas in lists, commas to avoid ambiguity, commas after subordinate clauses, commas after fronted adverbials, commas for parenthesis, comma practice</p>	<p>linking paragraphs using repetition.  Using ellipses  Punctuation: brackets for extra information, dashes for extra information, single dashes, hyphens</p>	<p>Punctuation: Apostrophes for missing letters, apostrophes for possession, its and it's, apostrophe practice  Punctuation: revision and consolidation</p>	<p>standard and non-standard English.  Grammar: Inverted commas, Punctuating speech, colons, semi-colons.  Grammar: revision and consolidation</p>	<p>Spelling: consolidation</p>	<p>Spelling: consolidation</p>
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